DOCUMENT RESUME

ED 077 951 TM 002 758

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TITLE An Evaluation of the "Drugs Are Like That" Program.
INSTITUTION Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
REPORT NO RR-72-06
PUB DATE Apr 72
NOTE 27p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Administrator Attitudes; *Drug Education; Elementary Grades; *Instructional Films; *Parent Participation; Parent Reaction; Program Attitudes; *Program Evaluation; Questionnaires; Teacher Attitudes; Technical Reports
IDENTIFIERS British Columbia; *Vancouver

ABSTRACT

The purpose of this study is to assess in selected Vancouver elementary schools the drug education program utilizing the film "Drugs Are Like That." Questionnaire responses are summarized for: (1) parents who attended the advanced showings of the film with the subsequent discussions on drug abuse, and (2) principals, teacher, counsellors, nurses and Junior League volunteers who assisted with the drug education program for grades 4-7 at seven elementary schools. Analysis of responses showed that: (1) the majority of parents and resource personnel gave a "good" rating to the film, the evening program, classroom discussion, and the kit of drug information booklets; (2) most parents and resource personnel indicated that the film was suitable primarily for grade 4 and secondarily for grade 5; and (3) both groups agreed overwhelmingly that schools should share with parents the drug education of children. (For related documents, see TM 002 759-60.) (Author/KM)

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RESEARCH REPORT

An Evaluation of the
"Drugs Are Like That" Program
April, 1972
Allan G. Moodie
Research Report 72-06

Department of Planning and Evaluation
Board of School Trustees
1595 West 10th Avenue
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AN EVALUATION OF THE "DRUGS ARE LIKE THAT" PROGRAM

Introduction

The purpose of this study is to assess in selected Vancouver elementary schools the drug education program which utilized the film "Drugs Are Like That". This widely-acclaimed film produced by the Junior League of Miami is designed for intermediate grade pupils (9 - 11 years of age). The film was shown to introduce this preventative program and to promote pupil discussion with Vancouver Junior League volunteers who had received prior orientation to the drug scene by the Narcotic Addiction Foundation of British Columbia and the R.C.M.P. drug squad. Other school personnel (i.e., principals, teachers, counsellors and nurses) also assisted with the discussion in the program and were prepared to continue it at a later time if the topic was raised again by pupils.

As parental consent was required for children to participate in the program, an evening preview of the film was held for parents to become familiar with the program before it was implemented in the school.

Evaluation of the Program

The evaluation of this program consists of two parts. One aspect of this evaluation is an analysis of responses from parents who previewed and discussed the film during the month of January. Questionnaires were distributed to parents during the evening meetings at nine elementary schools which are identified in the study by the lettered designators "A" to "I". Appendix A contains a summary of questionnaire responses from 537 parents.

The other part of the evaluation examines the opinions of persons who assisted with the drug education program for pupils in Grades 4-7 in seven of the nine schools where the parent questionnaires were distributed. Questionnaire responses from principals, teachers, counsellors and nurses from the seven schools "A" to "G" are summarized in Appendix B. Each letter designator is assigned to the same school in both Appendices A and B.

Volunteers from the Vancouver Junior League were mailed questionnaires identical to the ones answered by school personnel. Responses from eight Junior Leaguers have been analyzed separately in Appendix B as their comments pertain to a variety of schools which participated in the "Drugs Are Like That" program but not necessarily included in Appendix A.

It may be noted that for a few of the questions the sum of the percentages is not 100%. This has resulted from the multiple responses to some items and from the "rounding off" of percentages.

Summary and Conclusions

This report summarizes the responses of:

1. parents who attended the advanced showings at nine Vancouver elementary schools of the film "Drugs Are Like That" with the subsequent discussions on drug abuse, and
2. principals, teachers, counsellors, nurses and Junior League volunteers who assisted with the drug education program for pupils in Grades 4-7 at seven elementary schools.

The following trends have been noted in the questionnaire responses from 537 parents and 49 resource persons who assisted with the program.

1. The majority of parents and resource personnel gave a "good" rating to the film "Drugs Are Like That" (rather than the other ratings of "excellent", "fair" or "poor"). Both groups of respondents generally indicated that the film was:

   (a) more "preventative" than remedial",
   (b) more "subtle" than "direct",
   (c) more "not based on fear" than "fear-based",
   (d) more "positive" than "negative", and
   (e) more "rational" than "emotional".

2. Most parents and resource personnel indicated that the film was suitable primarily for Grade 4 pupils and secondarily, for pupils in Grade 5.

3. From the four ratings ("excellent", "good", "fair" and "poor") the majority of parents rated as "good" or "fair" the effectiveness of the evening program in generating a better understanding of drugs and in assisting discussion of drug problems with children. The format of the evening meetings was generally a combination of large and small group discussion.

4. From the four alternative choices ("excellent", "good", "fair" and poor") the majority of resource personnel rated as "good":

   (a) the relevancy of the classroom discussion to the message of the film, and
   (b) the effectiveness of the discussion with pupils in generating a better understanding of drugs.

Resource persons also indicated that most pupils participated in the discussions. There was a wide variety of discussion formats (i. e., large group, small group and combination of large and small group) used in the classroom after the film was shown. The respondents signified that it would be helpful to have the area counsellor serve as a resource person in the follow-up class discussions on drugs.

5. The kit of drug information booklets was rated "good" by the majority of resource personnel, (rather than "excellent", "fair" or "poor").

6. Both parents and resource personnel agreed overwhelmingly that schools should share with parents the drug education of children. There was almost unanimity that parents, followed by the school, should be responsible primarily for the drug education of children.

7. Additional comments on the film, discussion, and drug education by parents and resource personnel indicated that the majority of both groups reacted favorably to the film "Drugs Are Like That" and to the discussion on the misuse of drugs.

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APPENDIX A

SUMMARY OF QUESTIONNAIRE RESPONSES FROM PARENTS

NO. OF PARENTS' QUESTIONNAIRES FROM SCHOOL

A =	50
B =	75
C =	43
D =	72
E =	103
F =	42
G =	34
H =	51
I =	67
Total	537

PARENTS' QUESTIONNAIRE ON THE "DRUGS ARE LIKE THAT" PROGRAM

The Planning and Evaluation Department of the Vancouver School Board is assessing one aspect of the drug education program in our schools. As part of this evaluation will be concerned with the opinions of parents, your co-operation in completing this questionnaire would be appreciated. Please be frank and do not sign your name as responses are intended to be anonymous. Thank you for your cooperation with this survey.

Instructions: For the questions with alternate responses please indicate your opinions by placing a check mark (✓) after the appropriate statements. For the remaining questions, please write your answers in the spaces provided.

1. How would you rate the effectiveness of the film "Drugs Are Like That" in introducing the topic of drugs to children?

School	A	B	C	D	E	F	G	H	I	All Schools
(a) Excellent	3	6	7	9	18	7	-	8	17	75 (14%)
(b) Good	31	24	27	43	60	27	4	31	39	286 (53%)
(c) Fair	15	30	7	16	20	6	13	12	9	128 (24%)
(d) Poor	-	12	1	4	1	-	16	-	2	36 (7%)
No Response	1	3	1	-	4	2	1	-	-	12 (2%)

2. On the five-point scales please indicate where you would rate the film between the following pairs of adjectives:

Remedial	1 2 3 4 5	Preventive
Subtle	1 2 3 4 5	Direct
Not based on fear	1 2 3 4 5	Fear-based
Negative	1 2 3 4 5	Positive
Emotional	1 2 3 4 5	Rational

(see Table I on the next two pages)

TABLE I: FREQUENCY OF PARENTS' RESPONSES TO THE FIVE-POINT RATING SCALES FOR THE FILM "DRUGS ARE LIKE THAT"

School	Adjective	Rating "1"	"2"	"3"	"4"	"5"	Adjective	No Response
A	Remedial	3	4	13	15	3	Preventive	12
B		6	8	15	8	3		35
C		1	1	10	14	6		11
D		11	6	24	11	7		13
E		7	13	25	29	16		13
F		-	4	8	20	7		3
G		-	5	6	9	3		11
H		2	3	11	16	11		8
I		2	9	22	11	10		13
All Schools		32	53	134	133	66		119
		(6%)	(10%)	(25%)	(25%)	(12%)		(22%)
A	Subtle	9	15	11	3	1	Direct	11
B		12	7	14	3	4		35
C		4	11	8	6	1		13
D		19	20	16	3	2		12
E		23	34	20	13	3		10
F		-	14	19	6	2		1
G		13	14	1	2	1		3
H		5	13	16	8	2		7
I		11	9	19	10	7		11
All Schools		96	137	124	54	23		103
		(18%)	(26%)	(23%)	(10%)	(4%)		(19%)
A	Not based on fear	25	11	-	3	1	Fear-based	10
B		27	9	4	-	2		33
C		10	8	10	1	2		12
D		41	14	5	1	1		10
E		35	24	23	9	3		9
F		7	10	11	11	1		2
G		6	6	9	8	4		1
H		17	7	15	5	-		7
I		21	11	13	8	5		9
All Schools		189	100	90	46	19		93
		(35%)	(19%)	(17%)	(9%)	(3%)		(17%)

Continued next page...

TABLE I: FREQUENCY OF PARENTS' RESPONSES TO THE FIVE-POINT RATING SCALES FOR THE FILM "DRUGS ARE LIKE THAT"

School	Adjective	Rating "1"	"2"	"3"	"4"	"5"	Adjective	No Response
A	Negative	-	6	17	10	3	Positive	14
B		8	8	14	6	4		35
C		1	3	12	9	5		13
D		5	9	22	12	12		12
E		5	13	35	27	11		12
F		2	6	12	14	6		2
G		5	9	11	3	1		5
H		5	4	15	12	8		7
I		5	9	16	17	9		11
All Schools		36	67	154	110	59		111
		(7%)	(12%)	(29%)	(20%)	(11%)		(21%)
A	Emotional	-	4	13	12	8	Rational	13
B		6	5	12	8	9		35
C		1	3	12	7	8		12
D		4	6	12	20	16		14
E		5	7	23	41	14		13
F		-	-	11	20	9		2
G		6	8	7	7	3		3
H		2	2	13	15	12		7
I		2	5	18	15	13		14
All Schools		26	40	121	145	92		113
		(5%)	(7%)	(23%)	(27%)	(17%)		(21%)

With a few exceptions, in Table I, the trend of responses from groups of parents indicates that the film "Drugs Are Like That" is considered to be:

(a) more "preventive" than "remedial"
(b) more "subtle" than "direct"
(c) more "not based on fear" than "fear-based"
(d) more "positive" than "negative"
(e) more "rational" than "emotional".

3. Which grade level(s) is this film most suitable for? (You may check more than one grade.)

School	A	B	C	D	E	F	G	H	I	All Schools
Grade 1	4	9	-	15	5	3	3	3	21	63 (12%)
Grade 2	3	19	4	32	8	7	1	5	26	105 (20%)
Grade 3	21	30	11	52	51	21	-	28	39	253 (47%)
Grade 4	40	45	27	55	87	36	10	43	60	403 (75%)
Grade 5	32	18	35	27	71	34	19	23	38	297 (55%)
Grade 6	11	9	16	6	23	19	16	11	22	133 (25%)
Grade 7	2	11	8	3	8	7	7	7	18	71 (13%)
No response	-	8	3	1	4	-	8	-	3	27 (5%)

4. How relevant was tonight's discussion to the message of the film?

School	A	B	C	D	E	F	G	H	I	All Schools
(a) Excellent	12	6	6	24	8	11	6	6	16	95 (18%)
(b) Good	23	28	29	40	55	19	14	26	32	266 (50%)
(c) Fair	13	27	6	7	31	11	6	13	12	126 (23%)
(d) Poor	-	9	-	1	3	1	2	-	2	18 (3%)
No response	2	5	2	-	6	-	6	6	5	32 (6%)

5. What discussion format was used after the film was shown?

School	A	B	C	D	E	F	G	H	I	All Schools
(a) Large group discussion only	1	21	3	1	4	34	24	2	17	107 (20%)
(b) Small group discussion only	16	8	10	22	3	3	4	35	19	120 (22%)
(c) Combination of large and small group discussion	32	35	20	49	91	3	2	13	26	271 (51%)
No response	1	11	10	-	5	2	4	1	5	39 (7%)

6. In your opinion, how effective was the group discussion in generating a better understanding of drugs?

School	A	B	C	D	E	F	G	H	I	All Schools
(a) Excellent	6	1	5	11	6	8	4	6	4	51 (10%)
(b) Good	21	25	23	28	45	16	5	19	28	210 (39%)
(c) Fair	14	30	6	31	38	17	6	21	22	185 (34%)
(d) Poor	3	12	2	2	7	-	13	1	10	50 (9%)
No response	6	7	7	-	7	1	6	4	3	41 (8%)

7. How would you rate this evening's program in assisting you in discussing drug problems with your son/daughter?

School	A	B	C	D	E	F	G	H	I	All Schools
(a) Excellent	2	8	4	4	12	8	2	6	11	57 (11%)
(b) Good	27	20	24	35	65	20	4	28	30	253 (47%)
(c) Fair	13	32	8	26	17	9	9	11	14	139 (26%)
(d) Poor	4	6	2	5	1	1	13	3	3	38 (7%)
No response	4	9	5	2	8	4	6	3	9	50 (9%)

8. Should the schools share with parents the drug education of children?

School	A	B	C	D	E	F	G	H	I	All Schools
(a) Yes	48	68	40	71	98	39	31	50	64	509 (95%)
(b) No	-	2	-	1	-	1	-	-	-	4 (1%)
No response	2	5	3	-	5	2	3	1	3	24 (4%)

9. Please rank in order of importance the persons or agencies that you feel should be responsible for the drug education of children. Use numbers "1" (most important) to "6" (least important).

Parents _____
School _____
Peer Group _____
Church _____
Doctor _____
Other agencies (please specify) _____

(see Table II on the next three pages)

TABLE II: FREQUENCY OF RESPONSES PER RATING "1" (MOST IMPORTANT) TO "6" (LEAST IMPORTANT) FOR THE PERSONS OR AGENCIES THAT PARENTS BELIEVE SHOULD BE RESPONSIBLE FOR THE DRUG EDUCATION OF CHILDREN

School	Person or Agency	Rating "1"	"2"	"3"	"4"	"5"	"6"	No Response
A	Parents	39	6	1	-	-	-	4
B		54	7	4	-	-	-	10
C		30	4	-	-	-	-	9
D		70	1	-	-	-	-	1
E		80	12	4	-	-	-	7
F		35	4	1	-	-	-	2
G		26	2	1	-	-	-	5
H		39	7	2	-	-	-	3
I		44	6	2	2	1	1	11
All Schools		417 (78%)	49 (9%)	15 (3%)	2 (<1%)	1 (<1%)	1 (<1%)	52 (10%)
A	School	7	30	6	2	-	-	5
B		18	35	11	-	1	-	10
C		13	19	6	-	-	-	5
D		4	46	13	2	-	-	7
E		12	76	7	1	-	-	7
F		3	26	9	-	-	-	4
G		2	18	6	2	-	-	6
H		9	30	7	2	-	-	3
I		6	41	5	1	1	2	11
All Schools		74 (14%)	321 (60%)	70 (13%)	10 (2%)	2 (<1%)	2 (<1%)	58 (11%)
A	Peer Group	1	3	12	6	10	5	13
B		4	2	7	14	15	3	30
C		-	2	2	7	6	4	22
D		3	1	8	17	24	6	13
E		2	3	19	16	25	18	20
F		2	4	7	8	11	2	8
G		1	2	9	1	6	2	13
H		-	3	6	8	15	6	13
I		-	-	5	9	16	11	24
All Schools		13 (2%)	20 (4%)	75 (14%)	86 (16%)	130 (24%)	57 (11%)	156 (29%)

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TABLE II: FREQUENCY OF RESPONSES PER RATING "1" (MOST IMPORTANT) TO "6" (LEAST IMPORTANT) FOR THE PERSONS OR AGENCIES THAT PARENTS BELIEVE SHOULD BE RESPONSIBLE FOR THE DRUG EDUCATION OF CHILDREN

School	Person or Agency	Rating "1"	"2"	"3"	"4"	"5"	"6"	No Response
A	Church	2	2	8	7	13	8	10
B		3	2	4	13	18	6	29
C		1	1	3	9	7	1	21
D		-	8	17	15	14	4	14
E		-	1	21	32	22	11	16
F		-	2	3	11	12	3	11
G		-	1	7	8	5	1	12
H		-	1	6	12	14	4	14
I		-	2	9	20	11	6	19
All Schools		6	20	78	127	116	44	146
		(1%)	(4%)	(14%)	(24%)	(22%)	(8%)	(27%)
A	Doctor	4	1	11	17	4	2	11
B		4	11	26	11	3	1	19
C		3	4	18	5	2	-	11
D		2	6	17	18	12	3	14
E		1	2	32	35	15	5	13
F		1	4	14	9	6	-	8
G		-	6	4	10	5	-	9
H		7	5	21	10	1	-	7
I		4	4	25	16	3	1	14
All Schools		26	43	168	131	51	12	106
		(5%)	(8%)	(31%)	(24%)	(10%)	(2%)	(20%)
A	Other*	1	-	1	4	7	11	26
B		-	1	1	1	1	3	68
C		1	-	-	3	2	3	34
D		-	2	4	5	3	18	40
E		2	1	9	2	6	6	77
F		-	-	3	4	-	5	30
G		-	1	-	1	2	1	29
H		-	-	2	5	5	6	33
I		-	1	6	3	8	9	40
All Schools		4	6	26	28	34	62	377
		(1%)	(1%)	(5%)	(5%)	(6%)	(12%)	(70%)

*For other persons or agencies, parents specified:

Continued next page...

Narcotic Addiction Foundation,
X-Kalay and Crisis Centre
Police Department
Government T. V. and Radio Advertising
Community Centres
Metropolitan Health Services
Youth Groups (i. e. Cubs, Scouts, Brownies and Guides)
Parent-Teachers' Federation
Relatives who are respected by the child.

The following persons and agencies which are listed in rank order of preference received the following average ratings from parents in being responsible for the drug education of children (see Table II).

Rank	Person or Agency	Average Rating
1	Parents	1.19
2	School	2.06
3	Doctor	3.40
4	Church	4.17
5	Peer Group	4.23
	Other	-

There was almost unanimity that parents, followed by the school, should be primarily responsible for the drug education of children (see Table II).

10. Further Comments:

A total of 400 respondents (74%) made no further comments. The remaining 137 questionnaires (26%) contained the following comments which are summarized below. One limitation to this question is the relatively large number of persons who did not respond. Accordingly, the following comments may not necessarily reflect the opinions of all parents who attended the previews of the film "Drugs Are Like That".

(a) Film - There was a wide range of positive and negative comments.

Positive Comments:

"The film 'Drugs Are Like That' is excellent" - 14
"Need additional films on this subject for both parents and students" - 2
"Also show this film to younger pupils in Grade 3" - 1

Negative Comments:

"The film should show the harmful consequences of drugs. It should explain the difference between medically-controlled drugs and illegal drugs" - 29

"The film was too nebulous and subtle for Grade 4 pupils to make accurate associations with drug usage" - 6
"The discussion in the film was one-sided for parents" - 2
"Scare tactics in the film are ineffective" - 1
"Sound track of the film was not clear" - 1
"The other film from the Narcotic Addiction Foundation is poor" - 2

(b) Discussion

"Panel members with diversified backgrounds provided excellent and interesting discussions" - 17
"Also use former addicts as resource persons" - 2
"Need a more detailed discussion on drugs" - 2
"Allow teachers to discuss the subject of drugs with parents" - 1
"Agenda dealing with political items side-tracked the issue" - 1
"Physical arrangements were poor for the discussion period" - 1

(c) Drug Education of Pupils and Parents

"Need a continuing educational program with more details on drug usage for both teen-age students and their parents" - 39
"Adequate communication between children and parents is essential" - 7
"Need a good group discussion for the film to be effective" - 4
"Need more pamphlets on facts about drugs" - 7
"Drug education programs should include discussions on medications prescribed by doctors and the legal implications of drug abuse" - 3
"Schools should help parents who need assistance in handling their children's problems" - 3
"Should use an informal approach in discussing drugs with pupils rather than a rigid formal program" - 1

(e) Miscellaneous Comments

"Continue this type of program with other social problems (i.e. alcoholism)" - 3
"Need more drug research and adequately trained personnel to inform the public on drugs" - 3
"A humanities program is more important than a drug education program" - 1
"Use a multi-lingual approach in advertising this program extensively to parents" - 2
"Need stricter governmental control on drugs" - 1
"Younger students may be influenced by older peers into taking drugs" - 1

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APPENDIX B

SUMMARY OF QUESTIONNAIRE RESPONSES FROM PERSONS WHO ASSISTED WITH THE DRUG EDUCATION FOR PUPILS

NO. OF QUESTIONNAIRES RETURNED FROM SCHOOL

A	6
B	7
C	5
D	7
E	7
F	5
G	4
Junior League	8
Total	49

SCHOOL QUESTIONNAIRE ON THE "DRUGS ARE LIKE THAT" PROGRAM

The Planning and Evaluation Department of the Vancouver School Board is conducting a survey of opinions from persons involved with drug education in our schools. Your cooperation in completing this questionnaire would be appreciated. Please be frank and you need not sign your name. Thank you for your cooperation with this survey.

Instructions: For the questions with alternate responses please indicate your opinions by placing a check mark (✓) after the appropriate statements. For the remaining questions, please write your answers in the spaces provided.

1. Your role in the drug education program is:

Person	School A	B	C	D	E	F	G	Junior League	Total
(a) School Principal	1	1	1	1	-	1	-	-	5 (10%)
(b) School Teacher	5	4	4	5	6	3	2	-	29 (59%)
(c) Area Counsellor	-	1	-	1	1	1	1	-	5 (10%)
(d) Junior League Member	-	-	-	-	-	-	-	8	8 (16%)
(e) Other Resource Person (Please specify) Public Health Nurse	-	1	-	-	-	-	1	-	2 (4%)

2. The name of the elementary school where this program was conducted is

Schools "A" to "G" and other schools

3. How would you rate the effectiveness of the film "Drugs Are Like That" in introducing the topic of drugs to children?

Rating	School A	B	C	D	E	F	G	Junior League	Total
(a) Excellent	2	2	2	1	6	-	-	2	15 (31%)
(b) Good	4	4	3	4	1	5	4	6	31 (63%)
(c) Fair	-	1	-	2	-	-	-	-	3 (6%)
(d) Poor	-	-	-	-	-	-	-	-	-

4. On the five-point scales please indicate where you would rate the film between the following pairs of adjectives:

Remedial	1 2 3 4 5	Preventive
Subtle	1 2 3 4 5	Direct
Not based on fear	1 2 3 4 5	Fear-based
Negative	1 2 3 4 5	Positive
Emotional	1 2 3 4 5	Rational

(see Table III on the next 2 pages)

TABLE III: FREQUENCY OF RESOURCE PERSONS' RESPONSES TO THE FIVE-POINT RATING SCALES FOR THE FILM "DRUGS ARE LIKE THAT"

School	Adjective	Rating "1"	"2"	"3"	"4"	"5"	Adjective	No Response
A	Remedial	-	-	1	3	2	Preventive	-
B		-	-	-	4	1		2
C		-	-	-	4	-		1
D		1	1	3	2	-		-
E		-	-	-	3	4		-
F		-	-	2	2	1		-
G		-	-	1	2	1		-
Junior League Total		- 1 (2%)	- 1 (2%)	1 8 (16%)	7 27 (55%)	- 9 (18%)		- 3 (6%)
A	Subtle	2	1	2	1	-	Direct	-
B		1	3	2	-	-		1
C		1	3	-	-	-		1
D		1	-	4	2	-		-
E		1	-	4	2	-		-
F		-	2	2	1	-		-
G		1	-	3	-	-		-
Junior League Total		3 10 (20%)	2 11 (22%)	3 20 (41%)	- 6 (12%)	- -		- 2 (4%)
A	Not based on fear	2	1	2	1	-	Fear-based	-
B		3	3	-	-	-		1
C		1	4	-	-	-		-
D		4	2	-	1	-		-
E		5	2	-	-	-		-
F		2	3	-	-	-		-
G		1	-	3	-	-		-
Junior League Total		4 22 (45%)	4 19 (39%)	- 5 (10%)	- 2 (4%)	- -		- 1 (2%)

Continued next page...

TABLE III: FREQUENCY OF RESOURCE PERSONS' RESPONSES TO THE FIVE-POINT RATING SCALES FOR THE FILM "DRUGS ARE LIKE THAT"

School	Adjective	Rating "1"	"2"	"3"	"4"	"5"	Adjective	No Response
A	Negative	-	-	3	1	2	Positive	-
B		-	-	-	5	1		1
C		-	-	2	3	-		-
D		-	1	4	1	1		-
E		-	-	-	2	5		-
F		-	-	1	3	1		-
G		-	-	2	2	-		-
Junior League		-	-	2	4	2		-
Total		-	1	14	21	12		1
			(2%)	(29%)	(43%)	(24%)		(2%)
A	Emotional	-	-	5	1	-	Rational	-
B		-	-	-	4	2		1
C		-	-	2	3	-		-
D		-	-	2	2	3		-
E		-	-	-	3	4		-
F		-	-	-	4	1		-
G		-	1	2	-	1		-
Junior League		-	-	1	5	2		-
Total		-	1	12	22	13		1
			(2%)	(24%)	(45%)	(27%)		(2%)

The trend of responses from persons who assisted with the program indicates that the film "Drugs Are Like That" is:

(a) more "preventive" than "remedial"
(b) more "subtle" than "direct"
(c) more "not based on fear" than "fear-based"
(d) more "positive" than "negative"
(e) more "rational" than "emotional".

5. Which grade level(s) are you referring to in responding to this questionnaire?

Grade(s)_____

(see Table IV on the next page)

TABLE IV: FREQUENCY OF GRADES UPON WHICH THE QUESTIONNAIRE RESPONSES ARE BASED

Grade Level	School							Junior League	Total
	A	B	C	D	E	F	G		
3	-	1	-	-	-	-	-	-	1 (2%)
4	3	4	3	6	4	3	4	8	35 (71%)
5	4	3	3	5	4	4	3	8	34 (69%)
6	-	1	-	-	-	4	-	3	8 (16%)
7	-	1	-	-	-	-	-	3	4 (8%)
No response	-	1	-	-	-	-	-	-	1 (2%)

6. Which grade level(s) is this film most suitable for? (You may check more than one grade.)

Grade Level	School							Junior League	Total
	A	B	C	D	E	F	G		
Grade 1	-	-	-	-	-	-	-	-	-
Grade 2	-	-	-	-	-	-	-	-	-
Grade 3	-	2	1	1	-	-	-	2	6 (12%)
Grade 4	5	7	3	5	7	4	4	8	43 (88%)
Grade 5	4	4	4	4	7	5	3	7	38 (78%)
Grade 6	-	1	2	1	6	-	-	1	11 (22%)
Grade 7	-	-	-	1	-	-	-	1	2 (4%)
No response	1	-	-	-	-	-	-	-	1 (2%)

7. What discussion format was used in the class after the film was shown?

Discussion Format	School							Junior League	Total
	A	B	C	D	E	F	G		
(a) Large group discussion only	5	5	3	1	2	1	-	1	18 (37%)
(b) Small group discussion only	-	-	2	2	2	4	4	2	16 (33%)
(c) Combination of large and small group discussion	-	2	-	4	3	-	-	5	14 (29%)
No response	1	-	-	-	-	-	-	-	1 (2%)

8. To what extent did pupils participate in the discussion?

Pupil Participation	School A	B	C	D	E	F	G	Junior League	Total
(a) Every pupil participated	1	-	-	-	2	-	-	-	3 (6%)
(b) Most pupils participated	3	2	4	5	2	4	4	6	30 (61%)
(c) About one-half of the pupils participated	-	4	1	2	1	1	-	1	10 (20%)
(d) Relatively few of the pupils participated	-	1	-	-	-	-	-	-	1 (2%)
Other Comment: "Most pupils participated in small groups whereas about one half of the pupils participated in large groups."	-	-	-	-	-	-	-	1	1 (2%)
No response	2	-	-	-	2	-	-	-	4 (8%)

9. How relevant was the discussion with pupils to the message of the film?

Rating	School A	B	C	D	E	F	G	Junior League	Total
(a) Excellent	2	2	1	2	1	2	2	4	16 (33%)
(b) Good	3	3	4	2	5	3	2	4	26 (53%)
(c) Fair	-	2	-	2	-	-	-	-	4 (8%)
(d) Poor	-	-	-	-	-	-	-	-	-
No response	1	-	-	1	1	-	-	-	3 (6%)

10. In your opinion, how effective was the discussion with pupils in generating a better understanding of drugs?

Rating	School A	B	C	D	E	F	G	Junior League	Total
(a) Excellent	1	1	-	1	-	-	-	1	4 (8%)
(b) Good	4	5	2	3	3	4	3	5	29 (59%)
(c) Fair	-	1	2	3	3	1	1	-	11 (22%)
(d) Poor	-	-	-	-	-	-	-	-	-
No response	1	-	1	-	1	-	-	2	5 (10%)

11. Should the schools share with parents the drug education of children?

Response	School							Junior League	Total
	A	B	C	D	E	F	G		
(a) Yes	5	7	5	7	7	5	4	8	48 (98%)
(b) No	-	-	-	-	-	-	-	-	-
No response	1	-	-	-	-	-	-	-	1 (2%)

12. Please rank in order of importance the persons or agencies that you feel should be responsible for the drug education of children. Use numbers "1" (most important) to "6" (least important).

Parents_____
School_____
Peer Group_____
Church_____
Doctor_____
Other agencies (please specify)_____

(see Table V on the next 2 pages)

TABLE V: FREQUENCY OF RESPONSES PER RATING "1" (MOST IMPORTANT) TO "6" (LEAST IMPORTANT) FOR THE PERSONS OR AGENCIES THAT RESOURCE PERSONNEL BELIEVE SHOULD BE RESPONSIBLE FOR THE DRUG EDUCATION OF CHILDREN

School	Person or Agency	Rating "1"	"2"	"3"	"4"	"5"	"6"	No Response
A	Parents	6	-	-	-	-	-	-
B		6	1	-	-	-	-	-
C		4	-	-	-	-	-	1
D		6	-	1	-	-	-	-
E		7	-	-	-	-	-	-
F		5	-	-	-	-	-	-
G		3	1	-	-	-	-	-
Junior League		8	-	-	-	-	-	-
Total		45	2	1	-	-	-	1
		(92%)	(4%)	(2%)				(2%)
A	School	-	5	1	-	-	-	-
B		1	5	1	-	-	-	-
C		1	3	1	-	-	-	-
D		1	4	2	-	-	-	-
E		-	5	2	-	-	-	-
F		-	3	2	-	-	-	-
G		1	2	1	-	-	-	-
Junior League		1	7	-	-	-	-	-
Total		5	34	10	-	-	-	-
		(10%)	(69%)	(20%)				
A	Peer Group	-	-	1	-	5	-	-
B		-	-	-	1	3	2	1
C		-	1	1	-	2	-	1
D		-	-	-	-	3	4	-
E		-	-	2	1	1	1	2
F		-	-	1	-	4	-	-
G		-	-	1	1	2	-	-
Junior League		-	1	2	-	2	2	1
Total		-	2	8	3	22	9	5
			(4%)	(16%)	(6%)	(45%)	(18%)	(10%)

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TABLE V: FREQUENCY OF RESPONSES PER RATING "1" (MOST IMPORTANT) TO "6" (LEAST IMPORTANT) FOR THE PERSONS OR AGENCIES THAT RESOURCE PERSONNEL BELIEVE SHOULD BE RESPONSIBLE FOR THE DRUG EDUCATION OF CHILDREN

School	Person or Agency	Rating "1"	"2"	"3"	"4"	"5"	"6"	No Response
A	Church	-	-	-	3	-	3	-
B		-	-	-	2	2	2	1
C		-	-	1	-	1	2	1
D		-	-	-	2	3	2	-
E		-	-	-	3	3	1	-
F		-	-	-	4	-	1	-
G		-	-	-	2	1	1	-
Junior League Total		-	-	3 (6%)	17 (35%)	13 (27%)	13 (27%)	3 (6%)
A	Doctor	-	1	1	3	1	-	-
B		-	1	3	2	1	-	-
C		-	-	1	3	-	-	1
D		-	2	-	3	1	-	1
E		-	1	-	1	4	1	-
F		-	2	2	1	-	-	-
G		-	1	2	1	-	-	-
Junior League Total		-	9 (18%)	12 (24%)	17 (35%)	8 (16%)	1 (2%)	2 (4%)
A	Other*	-	-	3	-	-	1	2
B		-	-	3	1	-	-	3
C		-	-	-	1	-	1	3
D		1	-	3	1	-	-	2
E		-	-	2	2	-	3	-
F		-	-	-	-	1	3	1
G		-	-	-	-	1	-	3
Junior League Total		1 (2%)	1 (2%)	13 (27%)	7 (14%)	2 (4%)	8 (16%)	17 (35%)

*For other persons or agencies, resource personnel specified:

Narcotic Addiction Foundation
Police Department
Metropolitan Health Services
Youth Groups
Community Centres

For those who indicated some "other" response, it would generally be ranked between "doctor" and "peer group" (see below).

The following persons and agencies which are listed in rank order of preference received the following average ratings from resource personnel in being responsible for the drug education of children (see Table V).

Rank	Person or Agency	Average Rating
1	Parents	1.08
2	School	2.10
3	Doctor	3.57
4	Peer Group	4.64
5	Church	4.78
	Other*	-

There was almost unanimity that parents, followed by the school, should be primarily responsible for the drug education of children (see Table V).

13. How suitable as a resource is the kit of drug information booklets?

Rating	School							Junior League	Total
	A	B	C	D	E	F	G		
(a) Excellent	-	1	-	-	1	-	-	1	3 (6%)
(b) Good	4	5	2	3	4	3	2	4	27 (55%)
(c) Fair	1	-	-	-	2	-	2	1	6 (12%)
(d) Poor	-	-	-	-	-	-	-	1	1 (2%)
No response	1	1	3	4	-	2	-	1	12 (24%)

14. Would it be helpful to have the area counsellor serve as a resource person in follow-up class discussions on drugs?

Response	School							Junior League	Total
	A	B	C	D	E	F	G		
(a) Yes	5	7	5	5	4	4	4	7	41 (84%)
(b) No	-	-	-	1	2	-	-	1	4 (8%)
No response	1	-	-	1	1	1	-	-	4 (8%)

15. Further Comments:

A total of 16 respondents (33%) made no further comments. The remaining 33 questionnaires (67%) contained the following comments which are summarized below.

(a) Film - There were both positive and negative comments.

Positive Comments:

"The film 'Drugs Are Like That' is adequate for children" - 3
"The film is also suitable for Grade 3 pupils" - 1

Negative Comments:

"The film should provide more specific information" - 1
"The sound track of the film is not clear enough" - 1

(b) Discussion

"Follow-up discussions with pupils strengthen positive attitudes" - 3
"Discussion groups should be small (with 10 - 12 pupils per group) rather than the size of one class" - 3
"Longer discussion periods are required for classes that are sophisticated and want more factual information" - 1

(c) Drug Education of Pupils and Parents

"Teachers need more help from qualified people, resource materials and in-service workshops to discuss drug problems with children" - 6
"Need a follow-up drug education program with more information for pupils in Grades 4 - 7" - 6
"Drug education is a relevant topic for children, parents, and school personnel" - 4
"Begin the program earlier in the year" - 1
"The kit of materials requires more specific information on drugs" - 1
"Junior Leaguers and counsellors are effective" - 1
"Junior League volunteers should explain to parents how the discussions are handled with children. They should tell parents about the common reactions, and questions from children" - 1
"Counsellors should not ask parents for criticisms of the film" - 1
"Consider implementing combined parent-pupil meetings in small groups with qualified personnel as resource persons" - 1
"Limit the size of the group to one class" - 1
"Initiate programs on other social problems (i.e., drinking and smoking)" - 1